

CTJan27 School Of English and Mathematics  
Unit 3/64 Hallam Road, Hampton Park, Vic 3976

# *The Prince and the Pauper*

## *The Prince and the Pauper* **Part II**

Novel by Mark Twain  
Dramatised by Joellen Bland



*Name:* \_\_\_\_\_

*Grade:* \_\_\_\_\_

*Date:* \_\_\_\_\_

## Literary analysis: Conflict in Drama

In drama, as in short stories, the plot revolves around a central conflict. Since drama is meant to be performed by actors, a drama's conflict usually unfolds through action and dialogue (conversation between characters). Unlike a book, which has chapters, a play is divided into acts and scenes. The play you are reading takes place in eight scenes (four of which were covered last class) that revolve around two boys who switch identities. As you read the next four scenes, notice how their behaviour affects the plot and how the conflict becomes more complicated.

## Reading strategy: Reading a Play

In a drama, stage directions provide key information that readers would normally see or hear in a performance, such as

- the setting, scenery, and props
- the music, sound effects, and lighting
- the characters' movements, behaviour, or ways of speaking. As you read the rest of the play, record examples of stage directions and tell what they help you to understand. It would also be fun to read the play with your classmates taking the roles of the characters.

### CHARACTERS

Edward, Prince of Wales

Tom Canty, the Pauper

Lord Hertford

Lord St. John

King Henry VIII

Herald

Miles Hendon

John Canty, Tom's father

Hugo, a young thief

Two Women

Justice

Constable

Jailer

Sir Hugh Hendon

Two Prisoners

Two Guards

Three Pages

Lords and Ladies

Villagers

### SCENE FIVE

Time: *Two weeks later.*

Setting: *Country village street.*

Before Curtain Rise: *Villagers walk about. Canty, Hugo, and Prince enter.*

Canty. I will go in this direction. Hugo, keep my mad son with you, and see that he doesn't escape again! (*exits*)

Hugo (*seizing Prince by the arm*). He won't escape! I'll see that he earns his bread today, or else!

Prince (*pulling away*). I will not beg with you, and I will not steal! I have suffered enough in this miserable company of thieves!



Hugo. You shall suffer more if you do not do as I tell you! (*raises clenched fist at Prince*) Refuse if you dare! (*Woman enters, carrying wrapped bundle in a basket on her arm.*) Wait here until I come back. (*Hugo sneaks along after Woman, then snatches her bundle, runs back to Prince, and thrusts it into his arms.*) Run after me and call, "Stop, thief!" But be sure you lead her astray! (*Runs off. Prince throws down bundle in disgust.*)



Woman. Help! Thief! Stop, thief! (*rushes at Prince and seizes him, just as several Villagers enter*) You little thief! What do you mean by robbing a poor woman? Somebody bring the constable! (*Miles enters and watches.*)

1st Villager (*grabbing Prince*). I'll teach him a lesson, the little villain!

Prince (*struggling*). Take your hands off me! I did not rob this woman!

Miles (*stepping out of crowd and pushing man back with the flat of his sword*). Let us proceed gently, my friends. This is a matter for the law.

Prince (*springing to Miles' side*). You have come just in time, Sir Miles. Carve this rabble to rags!

Miles. Speak softly. Trust in me and all shall go well.

Constable (*entering and reaching for Prince*). Come along, young rascal!

Miles. Gently, good friend. He shall go peaceably to the Justice.

Prince. I will not go before a Justice! I did not do this thing!

Miles (*taking him aside*). Sire, will you reject the laws of the realm, yet demand that your subjects respect them?

Prince (*calmer*). You are right, Sir Miles. Whatever the King requires a subject to suffer under the law, he will suffer himself while he holds the station of a subject. (*Constable leads them off right. Villagers follow. Curtain.*)

## SCENE SIX

Setting: *Office of the Justice. A high bench is at centre.*

At Curtain Rise: *Justice sits behind bench. Constable enters with Miles and Prince, followed by Villagers. Woman carries wrapped bundle.*

Constable (*to Justice*). A young thief, your worship, is accused of stealing a dressed pig from this poor woman.

Justice (*looking down at Prince, then Woman*). My good woman, are you absolutely certain this lad stole your pig?



Woman. It was none other than he, your worship.

Justice. Are there no witnesses to the contrary? (*All shake their heads.*) Then the lad stands convicted. (*to*



*Woman*) What do you hold this property to be worth?

Woman. Three shillings and eight pence, your worship.

Justice (*leaning down to Woman*). Good woman, do you know that when one steals a thing above the value of thirteen pence, the law says he shall hang for it?

Woman (*upset*). Oh, what have I done? I would not hang the poor boy for the whole world! Save me from this, your worship. What can I do?

Justice (*gravely*). You may revise the value, since it is not yet written in the record.

Woman. Then call the pig eight pence, your worship.

Justice. So be it. You may take your property and go. (*Woman starts off, and is followed by Constable. Miles follows them cautiously down right.*)

Constable (*stopping Woman*). Good woman, I will buy your pig from you. (*takes coins from pocket*) Here is eight pence.

Woman. Eight pence! It cost me three shillings and eight pence!

Constable. Indeed! Then come back before his worship and answer for this. The lad must hang!

Woman. No! No! Say no more. Give me the eight pence and hold your peace. (*Constable hands her coins and takes pig. Woman exits, angrily. Miles returns to bench.*)

Justice. The boy is sentenced to a fortnight<sup>1</sup> in the common jail. Take him away, Constable! (*Justice exits. Prince gives Miles a nervous glance.*)

Miles (*following Constable*). Good sir, turn your back a moment and let the poor lad escape. He is innocent.

Constable (*outraged*). What? You say this to me? Sir, I arrest you in—

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<sup>1</sup> **fortnight**: 14 days.

Miles. Do not be so hasty! (*slyly*) The pig you have purchased for eight pence may cost you your neck, man.



Constable (*laughing nervously*). Ah, but I was merely jesting with the woman, sir.

Miles. Would the Justice think it a jest?

Constable. Good sir! The Justice has no more sympathy with a jest than a dead corpse! (*perplexed*) Very well, I will turn my back and see nothing! But go quickly! (*exits*)

Miles (*to Prince*). Come, my liege<sup>2</sup>. We are free to go. And that band of thieves shall not set hands on you again, I swear it!

Prince (*wearily*). Can you believe, Sir Miles, that in the last fortnight, I, the King of England, have escaped from thieves and begged for food on the road? I have slept in a barn with a calf! I have washed dishes in a peasant's kitchen, and narrowly escaped death. And not once in all my wanderings did I see a courier<sup>3</sup> searching for me! Is it no matter for commotion and distress that the head of state is gone?

Miles (*sadly, aside*). Still busy with his pathetic dream. (*to Prince*) It is strange indeed, my liege. But come, I will take you to my father's home in Kent. We are not far away. There you may rest in a house with seventy rooms! Come, I am all impatience to be home again! (*They exit, Miles in cheerful spirit Prince looking puzzled, as curtains close.*)

## SCENE 7

Setting: *Village jail. Bare stage, with barred window on one wall.*

At Curtain Rise: Two Prisoners, *in chains, are onstage. Jailer shoves Miles and Prince, in chains, onstage. They struggle and protest.*

Miles. But I tell you, I am Miles Hendon! My brother, Sir Hugh, has stolen my bride and my estate!

Jailer. Be silent! Impostor! Sir Hugh will see that you pay well for claiming to be his dead brother and for assaulting him in his own house! (*exits*)

Miles (*sitting, with head in hands*). Oh, my dear Edith . . . now wife to my brother Hugh, against her will, and my poor father . . . dead!

1st Prisoner. At least you have your life, sir. I am sentenced to be hanged for killing a deer in the King's park.

2nd Prisoner. And I must hang for stealing a yard of cloth to dress my children.

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<sup>2</sup> **my liege** (ICj): my lord.

<sup>3</sup> **courier** (kMrPC-Er): messenger.

Prince (*moved; to Prisoners*). When I mount my throne, you shall all be free. And the laws that have dishonoured you shall be swept from the books. (*turning away*) Kings should go to school to learn their own laws and be merciful.



1st Prisoner. What does the lad mean? I have heard that the King is mad, but merciful.

2nd Prisoner. He is to be crowned at Westminster tomorrow.

Prince (*violently*). King? What King, good sir?

1st Prisoner. Why, we have only one, his most sacred majesty, King Edward the Sixth.

2nd Prisoner. And whether he be mad or not, his praises are on all men's lips. He has saved many innocent lives, and now he means to destroy the cruelest laws that oppress the people.

Prince (*turning away, shaking his head*). How can this be? Surely it is not that little beggar boy! (*Sir Hugh enters with Jailer.*)

Sir Hugh. Seize the impostor!

Miles (*as Jailer pulls him to his feet*). Hugh, this has gone far enough!

Sir Hugh. You will sit in the public stocks for two hours, and the boy would join you if he were not so young. See to it, jailer, and after two hours, you may release them. Meanwhile, I ride to London for the coronation<sup>4</sup>! (*Sir Hugh exits and Miles is hustled out by Jailer.*)

Prince. Coronation! What does he mean? There can be no coronation without me! (*curtain falls.*)

## SCENE 8

Time: *Coronation Day.*

Setting: *Outside gates of Westminster Abbey, played before curtain. Painted screen or flat at rear represents Abbey. Throne is in centre. Bench is near it.*

At Curtain Rise: *Lords and Ladies crowd Abbey. Outside gates, Guards drive back cheering Villagers, among them Miles.*

Miles (*distraught*). I've lost him! Poor little chap! He has been swallowed up in the crowd! (*Fanfare of trumpets is heard, then silence. Hertford, St. John, Lords and Ladies enter slowly, in a procession, followed by Pages, one of whom carries crown on a small cushion. Tom follows procession, looking about nervously. Suddenly, Prince, in rags, steps out from crowd, his hand raised.*)

Prince. I forbid you to set the crown of England upon that head. I am the King!

Hertford. Seize the little vagabond!

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<sup>4</sup> **coronation:** the act of crowning someone king or queen. In England coronations usually take place at a large church in London called Westminster Abbey.

Tom. I forbid it! He is the King! (*kneels before Prince*) Oh, my lord the King, let poor Tom Canty be the first to say, "Put on your crown and enter into your own right again." (*Hertford and several Lords look closely at both boys.*)



Hertford. This is strange indeed. (*to Tom*) By your favour, sir, I wish to ask certain questions of this lad.

Prince. I will answer truly whatever you may ask, my lord.

Hertford. But if you have been well trained, you may answer my questions as well as our lord the King. I need a definite proof. (*thinks a moment*) Ah! Where lies the Great Seal of England? It has been missing for weeks, and only the true Prince of Wales can say where it lies.

Tom. Wait! Was the seal round and thick, with letters engraved on it? (*Hertford nods.*) I know where it is, but it was not I who put it there. The rightful King shall tell you. (*to Prince*) Think, my King, it was the very last thing you did that day before you rushed out of the palace wearing my rags.

Prince (*pausing*). I recall how we exchanged clothes, but have no recollection of hiding the Great Seal.

Tom (*eagerly*). Remember when you saw the bruise on my hand, you ran to the door, but first you hid this thing you call the Seal.

Prince (*suddenly*). Ah! I remember! (*to St. John*) Go, my good St. John, and you shall find the Great Seal in the armour that hangs on the wall in my chamber. (*St. John hesitates, but at a nod from Tom, hurries off.*)

Tom (*pleased*). Right, my King! Now the scepter<sup>5</sup> of England is yours again. (*St. John returns in a moment with Great Seal.*)

All (*shouting*). Long live Edward, King of England! (*Tom takes off his cape and throws it over Prince's rags. Trumpet fanfare is heard. St. John takes crown and places it on Prince. All kneel.*)

Hertford. Let the small impostor be flung into the Tower!

Prince (*firmly*). I will not have it so. But for him, I would not have my crown. (*to Tom*) My poor boy, how was it that you could remember where I hid the Seal, when I could not?

Tom (*embarrassed*). I did not know what it was, my King, and I used it to . . . to crack nuts. (*All laugh, and Tom steps back. Miles steps forward, staring in amazement.*)

Miles. Is he really the King? Is he indeed the sovereign of England, and not the poor and friendless Tom o' Bedlam<sup>6</sup> I thought he was? (*He sinks down on bench.*) I wish I had a bag to hide my head in!

1st Guard (*rushing up to him*). Stand up, you mannerless clown! How dare you sit in the presence of the King!

<sup>5</sup> **scepter** (sDpPtEr): a baton or other emblem of royal authority.

<sup>6</sup> **Tom o' Bedlam**: an insane person, such as someone hospitalized at St. Mary of Bethlehem Hospital, or Bedlam Hospital, in London.

Prince. Do not touch him! He is my trusty servant, Miles Hendon, who saved me from shame and possible death. For his service, he owns the right to sit in my presence.

Miles (*bowing, then kneeling*). Your Majesty!

Prince. Rise, Sir Miles. I command that Sir Hugh Hendon, who sits within this hall, be seized and put under lock and key until I have need of him. (*beckons to Tom*) From what I have heard, Tom Canty, you have governed the realm with royal gentleness and mercy in my absence. Henceforth, you shall hold the honourable title of King's Ward! (*Tom kneels and kisses Prince's hand.*) And because I have suffered with the poorest of my subjects and felt the cruel force of unjust laws, I pledge myself to a reign of mercy for all! (*All bow low, then rise.*)

All (*shouting*). Long live the King! Long live Edward, King of England! (*curtain*)

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## QUESTIONS

### Comprehension

Answer these questions about "The Prince and the Pauper."

1. Canty thinks his son has gone mad because
  - A. he comes home empty-handed.
  - B. he ran away.
  - C. he is proclaiming to be king.
  - D. he is not stealing anymore.
2. The Prince gets blamed for stealing because
  - A. he did not steal.
  - B. he was caught stealing.
  - C. the villagers saw him.
  - D. he did not follow Hugo's plan.
3. "Then the lad stands convicted." This sentence means
  - A. the lad is free.
  - B. the lad is at fault.
  - C. the lad is judged.
  - D. the lad is innocent.
4. Tom Canty readily gives the crown back to the Prince. This shows he is
  - A. careless.
  - B. lazy.
  - C. sincere.
  - D. relieved.
5. Miles said he wished he had a bag to hide in because
  - A. he was sick.
  - B. he was embarrassed.
  - C. he was shy.
  - D. he was trying to get away from the Prince.

6. The Prince protects Tom and Miles from the guards and officials. This shows he is
- A. forgiving.
  - B. nervous.
  - C. repentant
  - D. grateful.

Written Response

SHORT RESPONSE *Write two or three sentences to answer each question.*

7. Miles plays the part of a mediator. Explain.

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8. Tom does not know the importance of the seal. How does the reader know this?

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9. How has Prince Edward's experience as a pauper influenced him?

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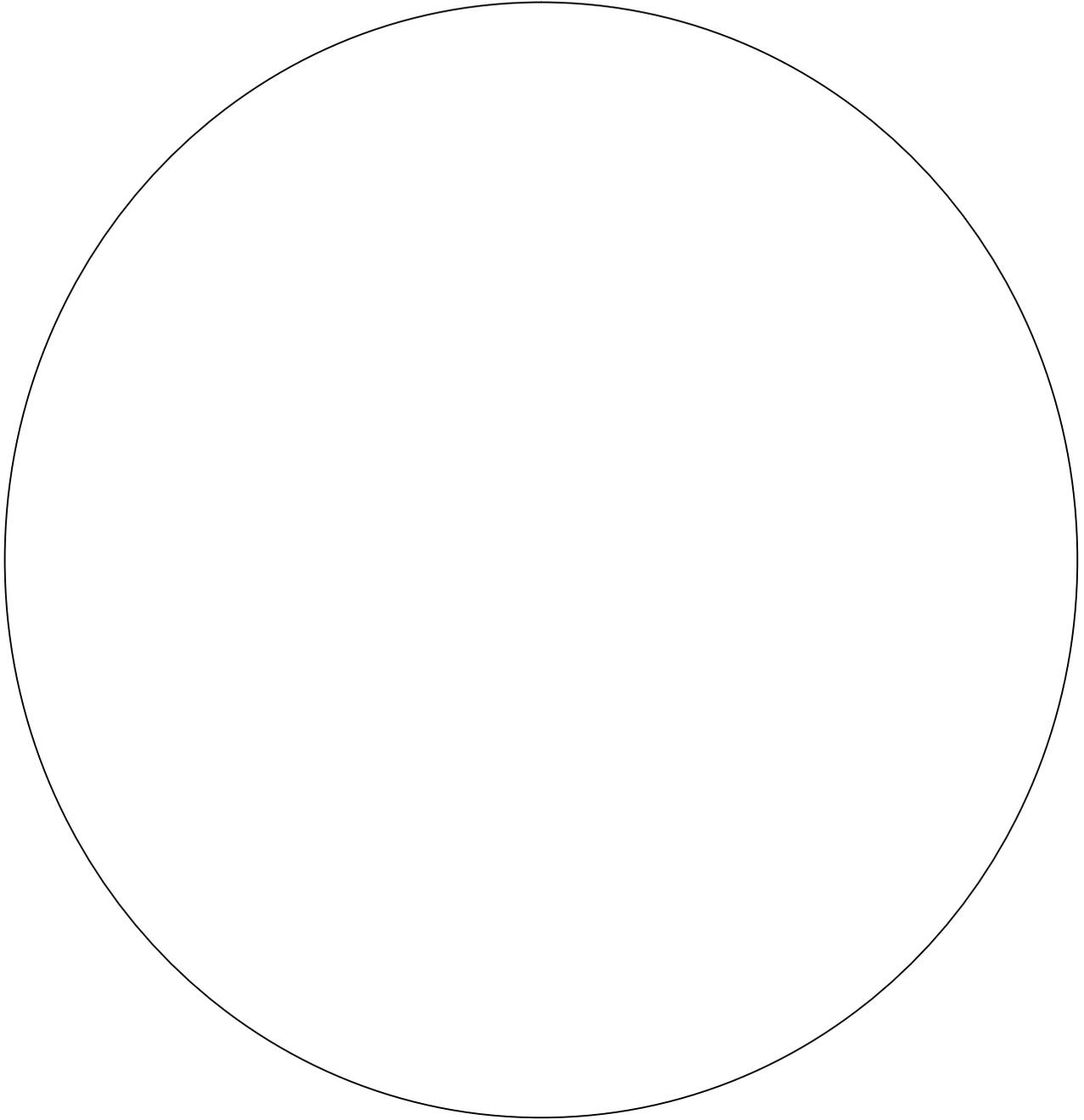
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## Personal Seal

*The Great Seal was a symbol or picture that represented the king. It may have had the Latin word for king on it also, but it was usually a symbol or picture. In the space below, draw your personal seal.*

*Questions to ask yourself as you design your seal: What picture or symbol could be best used to represent me? Would my classmates know something was from me, simply by seeing my seal? After designing, show your personal seal to your classmates.*



## Vocabulary: Meaning from Context

Task 1: choose a synonym from the box to replace the underlined word in each sentence.

obey

angry

joking

pity

astray

fraud

1. Hugo ordered the Prince to lead the village woman astray so they could steal from her. \_\_\_\_
2. The king required his subjects to suffer under the law. \_\_\_\_\_
3. The constable was outraged when Miles asked him to let the Prince escape. \_\_\_\_\_
4. The constable said he was merely jesting with the woman. \_\_\_\_\_
5. The Justice has no sympathy towards anybody who breaks the law. \_\_\_\_\_
6. Miles was called an imposter for claiming to be Sir Hugh's dead brother. \_\_\_\_\_

Task 2: Choose the best meaning of the underlined word.

6. "Come, my liege. We are free to go."

- A. friend
- B. ruler
- C. servant
- D. Lord

7. "Still busy with his pathetic dream."

- A. happy
- B. good
- C. wonderful
- D. miserable

8. "Seize the little vagabond!"

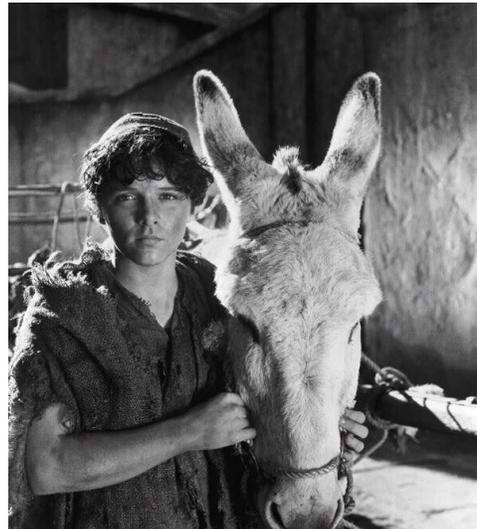
- A. Prince
- B. villager
- C. tramp
- D. boy

9. "Was the seal round and thick, with letters engraved on it?!"

- A. drawn
- B. written
- C. carved
- D. painted

10. "I have no recollection of hiding the Great Seal."

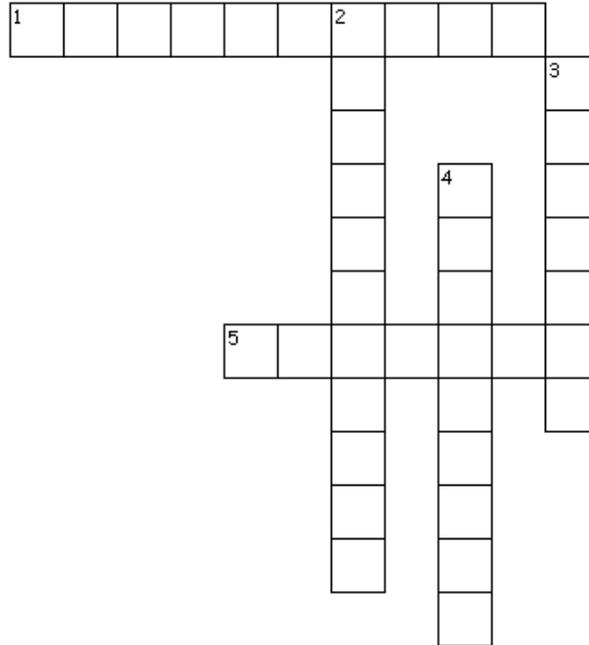
- A. The Prince had a good idea.
- B. The Prince had a clear picture.
- C. The Prince could not remember.
- D. The Prince had no collection.





Task 3: Solve the crossword puzzle. Use the words from the box.

- |           |              |            |
|-----------|--------------|------------|
| fortnight | liege        | courier    |
| sceptre   | Tom O'Bedlam | coronation |



Across

- 1. the act of crowning someone king or queen
- 5. a baton or other emblem of royal authority

Down

- 2. an insane person, such as someone hospitalized at St. Mary of Bethlehem Hospital, or Bedlam Hospital, in London
- 3. messenger
- 4. 14 days

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GRAMMAR: **Clauses and Complex Sentences**

A clause is a group of words with a subject and a predicate.

- An independent clause can stand alone as a sentence.
- A dependent clause cannot stand alone as a sentence.
- A dependent clause begins with a conjunction such as *wherever, before, while, because, as if, or unless*.

Task 1: Read each group of words. Write I beside each independent clause. Write D beside each dependent clause. Then rewrite each dependent clause so that it is part of a sentence.

- 1. Whenever I read a story. \_\_\_\_\_
- 2. Because I enjoy them. \_\_\_\_\_
- 3. Jasmine is the most talented writer in our class. \_\_\_\_\_
- 4. Although she hopes to be a published writer. \_\_\_\_\_

5. Jasmine would like to study communications as well. \_\_\_\_\_
6. Because her grandmother used to tell her folk tales. \_\_\_\_\_
7. She would sit on her grandmother's lap and listen to her great stories. \_\_\_\_\_
8. Jasmine hopes to one day write a story like her grandmother's. \_\_\_\_\_

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- A complex sentence contains an independent clause and one or more dependent clauses.
- When a dependent clause comes at the beginning of a sentence, use a comma after the dependent clause.
- When a dependent clause comes at the end, a comma is not usually necessary.

Task 2: Put an X at the end of each complex sentence. If the dependent clause comes at the end of the sentence, rewrite the sentence so that the dependent clause comes at the beginning. If the dependent clause comes at the beginning of the sentence, rewrite it so that it comes at the end. (Note: not every sentence is complex.)

1. While I read, I often listen to soft music. \_\_\_\_\_
2. I have yet to find my folk tale in the library. \_\_\_\_\_
3. I usually carry a book with me wherever I go. \_\_\_\_\_
4. I probably will not be happy until I finish reading every book on my shelf. \_\_\_\_\_
5. My sister is always calling me a book worm. \_\_\_\_\_
6. Before I left for school this morning, I read a tale of a brave knight. \_\_\_\_\_
7. I forgot what time it was until my mother called me. \_\_\_\_\_
8. I find folk tales interesting because of the history in them. \_\_\_\_\_

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**SPELLING: Word Endings: "ation"**

An "a" just before "tion" is usually pronounced with as a long /a/.

WORD	SYLLABLES	IN CONTEXT
information	in•for•ma•tion	Do you have any information on the store's hours?
station	sta•tion	Jill stood in the bus station and waved goodbye.
population	pop•u•la•tion	The population in our country is growing slowly.
operation	op•er•a•tion	Bianca needs an operation on her foot.
education	ed•u•ca•tion	Colin realises that he'll benefit from a good education.
organization	or•ga•ni•za•tion	The rummage sale raised \$1,650 for our organisation.
observation	ob•ser•va•tion	After careful observation, I know these birds will eat toads.
location	lo•ca•tion	This would be a great location for a shopping mall.
investigation	in•ves•ti•ga•tion	The detective's investigation finally led to the criminal.
illustrations	il•lus•tra•tions	She does the illustrations for children's books.
punctuation	punc•tu•a•tion	Quinn needs to focus on improving his punctuation.
explanation	ex•pla•na•tion	What's your explanation for this mess?
situation	sit•u•a•tion	The flood caused an emergency situation in the town.
equation	e•qua•tion	This is a difficult equation; I don't know how to solve it.
pronunciation	pro•nun•ci•a•tion	What's the proper pronunciation of that word?

Copy the spelling words in the order they appear above. Number them in order from A–Z.  
 You may need to look as far as the third letter. Then write the words in A–Z order.

Word	Number	A-Z Order
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

# Writing: A Play

## Writing from Your Imagination

Continue the play, *The Prince and the Pauper* by writing Scene 9. What do you think will happen next? Will Tom Canty and Miles continue to serve the Prince and be his favourites? And what about Tom's father and Hugo, will they be content to let Tom enjoy the good life?

*As you write keep the following key traits in mind.*

1. *Stage Directions to give the reader key information that they would normally see or hear in a performance, such as*
  - the setting, scenery, and props
  - the music, sound effects, and lighting
  - the characters' movements, behaviour, or ways of speaking
2. Revolve the plot around a central conflict. Unfold the play's conflict through action and dialogue.



ANSWERS:

Comprehension

Answer these questions about "The Prince and the Pauper."

1. Canty thinks his son has gone mad because
  - A. he comes home empty-handed.
  - B. he ran away.
  - C. he is proclaiming to be king.
  - D. he is not stealing anymore.
  
2. The Prince gets blamed for stealing because
  - A. he did not steal.
  - B. he was caught stealing.
  - C. the villagers saw him.
  - D. he did not follow Hugo's plan.
  
3. "Then the lad stands convicted." This sentence means
  - A. the lad is free.
  - B. the lad is at fault.
  - C. the lad is judged.
  - D. the lad is innocent.
  
4. Tom Canty readily gives the crown back to the Prince. This shows he is
  - A. careless.
  - B. lazy.
  - C. sincere.
  - D. relieved.
  
5. Miles said he wished he had a bag to hide in because
  - A. he was sick.
  - B. he was embarrassed.
  - C. he was shy.
  - D. he was trying to get away from the Prince.
  
6. The Prince protects Tom and Miles from the guards and officials. This shows he is
  - A. forgiving.
  - B. nervous.
  - C. repentant
  - D. grateful.

7. Miles plays the part of a mediator. Explain.

*He advises the villagers and the constable to treat the Prince gently and advises the Prince to co-operate with the constable and respect the laws of the land.*

8. Tom does not know the importance of the seal. How does the reader know this?

*Tom uses the seal to crack nuts.*

9. How has Prince Edward's experience as a pauper influenced him?

*He realised how pitiful the plight of the poorest of his subjects were having escaped from thieves, begged for food, slept in a barn with a calf and narrowly escaping death, so he decides to pledge himself to serving his people with greater mercy and compassion.*

Vocabulary

Task 1: choose a synonym from the box to replace the underlined word in each sentence.

1. Hugo ordered the Prince to lead the village woman astray so they could steal from her. **afield**
2. The king required his subjects to suffer under the law. **obey**
3. The constable was outraged when Miles asked him to let the Prince escape. **angry**
4. The constable said he was merely jesting with the woman. **joking**
5. The Justice has no sympathy towards anybody who breaks the law. **pity**
6. Miles was called an imposter for claiming to be Sir Hugh's dead brother. **fraud**

Task 2: Choose the best meaning of the underlined word.

6. "Come, my liege. We are free to go."

- A. friend
- B. ruler
- C. servant
- D. **Lord**

7. "Still busy with his pathetic dream."

- A. happy
- B. good
- C. wonderful
- D. **miserable**

8. "Seize the little vagabond!"

- A. Prince
- B. villager
- C. **tramp**
- D. boy

9. "Was the seal round and thick, with letters engraved on it?!"

- A. drawn
- B. written
- C. **carved**
- D. painted

10. "I have no recollection of hiding the Great Seal."

- A. The Prince had a good idea.
- B. The Prince had a clear picture.
- C. **The Prince could not remember.**
- D. The Prince had no collection.

Task 3: crossword

Across

1. the act of crowning someone king or queen - **coronation**
5. a baton or other emblem of royal authority - **sceptre**

Down

2. an insane person, such as someone hospitalized at St. Mary of Bethlehem Hospital, or Bedlam Hospital, in London - **Tom O'Bedlam**
3. messenger - **courier**
4. 14 days - **fortnight**

Grammar:

Task 1: Read each group of words. Write I beside each independent clause. Write D beside each dependent clause. Then rewrite each dependent clause so that it is part of a sentence.

1. Whenever I read a story. D (sentence will vary)
2. Because I enjoy them. D (sentence will vary)
3. Jasmine is the most talented writer in our class. I
4. Although she hopes to be a published writer. D (sentence will vary)
5. Jasmine would like to study communications as well. I
6. Because her grandmother used to tell her folk tales. D (sentence will vary)
7. She would sit on her grandmother's lap and listen to her great stories. I
8. Jasmine hopes to one day write a story like her grandmother's. I

Task 2: Put an X at the end of each complex sentence. If the dependent clause comes at the end of the sentence, rewrite the sentence so that the dependent clause comes at the beginning. If the dependent clause comes at the beginning of the sentence, rewrite it so that it comes at the end. (Note: not every sentence is complex.)

1. While I read, I often listen to soft music. X  
I often listen to soft music while I read.
2. I have yet to find my folk tale in the library. \_\_\_\_\_
3. I usually carry a book with me wherever I go. X  
Wherever I go, I usually carry a book with me.
4. I probably will not be happy until I finish reading every book on my shelf. X  
Until I finish reading every book on my shelf, I probably will not be happy.
5. My sister is always calling me a book worm. \_\_\_\_\_
6. Before I left for school this morning, I read a tale of a brave knight. X  
I read a tale of a brave knight before I left for school this morning.
7. I forgot what time it was until my mother called me. X  
Until my mother called me, I forgot what time it was.
8. I find folk tales interesting because of the history in them. X  
Because of the history in them, I find folk tales interesting.

Spelling

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. information; 5; education       | 11. punctuation; 13; population   |
| 2. station; 15; equation           | 12. explanation; 3; pronunciation |
| 3. population; 11; explanation     | 13. situation; 14; punctuation    |
| 4. operation; 9; illustrations     | 14. equation; 2; situation        |
| 5. education; 1; information       | 15. pronunciation; 12; station    |
| 6. organisation; 10; investigation |                                   |
| 7. observation; 8; location        |                                   |
| 8. location; 7; observation        |                                   |
| 9. investigation; 6; operation     |                                   |
| 10. illustrations; 4; organization |                                   |